



**Faculty of Cognitive Sciences and Human Development**

**FACTORS ASSOCIATED WITH MOTIVATION OF EMPLOYEES  
TOWARD TRAINING: A CASE STUDY IN MALAYSIA AIRPORTS  
SDN. BHD., KUCHING INTERNATIONAL AIRPORT**

**Debra Leonie anak Cosmas**

**Kota Samarahan  
2007**

**FACTORS ASSOCIATED WITH MOTIVATION OF EMPLOYEES TOWARD TRAINING: A  
CASE STUDY IN MALAYSIA AIRPORTS SDN. BHD., KUCHING INTERNATIONAL AIRPORT**

by

Debra Leonie anak Cosmas

This project is submitted in partial fulfilment of the requirements for a Bachelor of Science with Honors  
(Human Resource Development)  
Faculty of Cognitive Sciences and Human Development  
University Malaysia Sarawak

The project entitled ‘Factors associated with motivation of employees toward training: A case study in Malaysia Airports Sdn. Bhd., Kuching International Airport’ was prepared by Debra Leonie anak Cosmas and submitted to the Faculty of Cognitive Sciences and Human Development in partial fulfilment of the requirements for a Bachelor of Science with Honors (Human Resource Development).

Received for examination by:

.....

(Professor Dr. Peter Songan)

Date:

.....

Gred
------

## **ACKNOWLEDGEMENT**

First of all, I would like to extend my sincere gratitude and thanks to my supervisor, Professor Dr. Peter Songan for his support, patience and advice.

My sincere appreciation also goes to all the staff of Malaysia Airports Sdn. Bhd., Kuching International Airport especially Puan Dayang Ratna Kesmawati, Puan Rina Kunan, Puan Misna Gumbek, and Puan Amy Liew Chin Nee.

To the most important people in my life, my Dad Mr. Cosmas Andrew Luak and my Mom Mdm. Mariatta Joshua, thank you for your love and moral support for without you I would not have the strength to complete this project.

Last but not least, to my best friends Sati, Arduke, Ika, Enna, Kyro, Gurl, Irene and May, thank you for the friendship and the unforgettable memories that we have shared together.

## TABLE OF CONTENTS

<b>Acknowledgment</b>	iii
<b>Table of Contents</b>	iv
<b>List of Figures</b>	vii
<b>List of Tables</b>	viii
<b>Abstract</b>	ix
<b><i>Abstrak</i></b>	x

### CHAPTER ONE: INTRODUCTION

1.0	Introduction	1
1.1	Background of Study	2
1.2	Problem Statement	3
1.3	Research Objectives	4
	1.3.1 General Objective	4
	1.3.2 Specific Objective	4
1.4	Conceptual Framework	5
1.5	Research Hypotheses	6
1.6	Significance of Study	6
1.7	Definition of Terms	7
	1.7.1 Motivation towards Training	7
	1.7.2 Organizational Commitment	7
	1.7.3 Perceived Importance of Training	7
	1.7.4 Supervisor Support	7
	1.7.5 Organizational Culture	8
1.8	Limitation of Study	8

### CHAPTER TWO: LITERATURE REVIEW

2.0	Introduction	9
2.1	Concept of Training	9
2.2	Concept of Motivation	10
2.3	Theories Related to Motivation of Employees towards Training	11
	2.3.1 Vroom's Expectancy Theory	11
	2.3.2 Maslow's Hierarchy of Needs Theory	12
2.4	Factors Influencing Motivation of Employees towards Training	13
	2.4.1 Organizational Commitment as Factor Influencing Motivation of Employees towards Training	14
	2.4.2 Perceived Importance of Training as Factor Influencing Motivation of Employees towards Training	14
	2.4.3 Supervisor Support as Factor Influencing Motivation of Employees towards Training	15
	2.4.4 Organizational Culture as Factor Influencing Motivation of Employees towards Training	15
2.5	Past Research on Motivation of Employees toward Training	16

### **CHAPTER THREE: RESEARCH METHODOLOGY**

3.0	Introduction	17
3.1	Research Design	17
3.2	Population and Sample	18
3.3	Research Instrument	20
3.4	Level of Motivation towards Training	21
3.5	Data Collection	23
3.6	Data Analysis	23
3.6.1	Descriptive Statistics	23
3.6.2	Inferential Statistics	24
3.7.2.1	Pearson Correlation Test	24
3.7.2.2	Stepwise Multiple Regressions Analysis	25
3.6.3	Pilot Test	25
3.7	Summary	26

### **CHAPTER 4: FINDINGS AND DISCUSSIONS**

4.0	Introduction	27
4.1	Respondents' Background	27
4.1.1	Gender	28
4.1.2	Unit of Service	28
4.1.3	Age	29
4.1.4	Length of Service	30
4.1.5	Highest Level of Education	30
4.2	Motivation towards Training	31
4.3	Correlation between Independents Factors and Motivation of Employees toward Training	32
4.3.1	Organizational Commitment and Motivation of Employees toward Training	33
4.3.2	Perceived Importance and Motivation of Employees toward Training	33
4.3.3	Supervisor Support and Motivation of Employees toward Training	34
4.3.4	Organizational Culture and Motivation of Employees toward Training	35
4.4	Dominant Factor Influencing Motivation of Employees toward Training	36
4.5	Summary of Hypotheses Testing	37

## **CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

5.0	Introduction	38
5.1	Summary of the Study	38
5.1.1	Summary of Respondents' Characteristics	39
5.1.2	Motivation towards Training	40
5.1.2.1	Relationship between Motivation towards Training and Supervisor Support	40
5.1.2.2	Relationship between Motivation towards Training and Organizational Culture	40
5.1.2.3	Relationship between Motivation towards Training and Organizational Commitment	41
5.1.2.4	Relationship between Motivation towards Training and Perceived Importance	41
5.2	Conclusions	42
5.3	Recommendations	42
5.3.1	Recommendations for Policy Makers and Managers of the Organization	43
5.3.2	Recommendations for Future Researchers	43
<b>BIBLIOGRAPHY</b>		45
<b>APPENDIX</b>		48

## List of Figures

**Figure 1**  
Maslow's Hierarchy of Needs

13



## **List of Tables**

<b>Table 3.1</b> Sections of the Questionnaire	20
<b>Table 3.2</b> Likert Scale	21
<b>Table 3.3</b> Level of Motivation towards Training according to Score Classification	23
<b>Table 3.4</b> Example of a Distribution Table for Gender	24
<b>Table 3.5</b> Interpretation of The ‘r’ Value	25
<b>Table 4.1</b> Distribution of respondents according to gender	28
<b>Table 4.2</b> Distribution of respondents according to unit of service	28
<b>Table 4.3</b> Distribution of respondents according to age	29
<b>Table 4.4</b> Distribution of respondents according to length of service	30
<b>Table 4.5</b> Distribution of respondents according to highest level of education	30
<b>Table 4.6</b> Level of Respondents’ Motivation towards Training	31
<b>Table 4.7</b> Summary of Correlation between Independent Factors and Motivation of Employees toward Training	32
<b>Table 4.8</b> Stepwise Multiple Regression Analysis: Dominant Factors	36
<b>Table 4.9</b> Summary of Hypothesis Testing	37

## **ABSTRACT**

### **FACTORS ASSOCIATED WITH MOTIVATION OF EMPLOYEES TOWARD TRAINING: A CASE STUDY IN MALAYSIA AIRPORTS SDN. BHD., KUCHING INTERNATIONAL AIRPORT.**

Debra Leonie anak Cosmas

The purpose of this study was to determine the motivation of employees toward training and factors influencing their motivation toward training. The dependent variable in this study was motivation of employees toward training while the independent variables were organizational commitment, perceived importance of training, supervisor support, and organizational culture. A survey methodology and an instrument of questionnaire in the form of Likert Scale type were used to obtain data from 55 respondents from a total population of 340 employees of Malaysia Airports Sdn. Bhd., Kuching International Airport. The characteristics of the respondents were described in terms of their age, gender, academic qualification, length of service, and unit of service. Pearson correlation test was used to determine the relationship between organizational commitment ( $r=0.438$ ,  $p<0.01$ ), perceived importance of training ( $r=0.581$ ,  $p<0.00$ ), supervisor support ( $r=0.576$ ,  $p<0.00$ ), organizational culture ( $r=0.475$ ,  $p<0.00$ ) and motivation of employees toward training. Findings of this study showed that there were significant relationships between all these factors with motivation of employees toward training. Stepwise multiple regression analysis was also used to determine the dominant factor influencing motivation of employees toward training. Findings showed that perceived importance of training as the dominant factor influencing motivation of employees toward training. Findings of this study can help the management of Malaysia Airports Sdn. Bhd., Kuching International Airport understand and predict the motivation level of the employees towards the organizations' HRD activities.

## **ABSTRAK**

### **FAKTOR-FAKTOR BERKAITAN MOTIVASI PEKERJA TERHADAP PROGRAM LATIHAN: SATU KAJIAN KES DI MALAYSIA AIRPORTS SDN. BHD., LAPANGAN TERBANG ANTARABANGSA KUCHING.**

*Debra Leonie anak Cosmas*

*Kajian ini bertujuan untuk mengkaji faktor-faktor berkaitan motivasi pekerja terhadap latihan. Pembolehubah bersandar dalam kajian ini adalah motivasi pekerja terhadap latihan manakala pembolehubah tak bersandar pula adalah komitmen kepada organisasi, persepsi tentang kepentingan latihan, sokongan penyelia, dan budaya organisasi. Kajian menggunakan survei sebagai metodologi dan boring soal selidik sebagai instrumen bagi mendapat maklumbalas daripada responden. Sampel kajian adalah 55 orang responden daripada populasi berjumlah 340 orang pekerja Malaysia Airports Sdn. Bhd., Lapangan Terbang Antarabangsa Kuching. Statistik deskriptif dan statistik inferensi telah digunakan untuk menguji perkaitan antara komitmen kepada organisasi ( $r=0.438$ ,  $p<0.01$ ), persepsi tentang kepentingan latihan ( $r=0.581$ ,  $p<0.00$ ), sokongan penyelia ( $r=0.576$ ,  $p<0.00$ ), dan budaya organisasi ( $r=0.475$ ,  $p<0.00$ ). Hasil dapatan menunjukkan perkaitan antara semua faktor yang dikaji dan motivasi pekerja terhadap latihan. Analisis regresi linear juga telah digunakan untuk mengkaji faktor dominan yang mempengaruhi motivasi pekerja terhadap latihan. Kajian ini dapat membantu pihak pengurusan Malaysia Airports Sdn. Bhd., Lapangan Terbang Antarabangsa Kuching memahami dan menjangka tahap motivasi pekerja terhadap aktiviti-aktiviti pembangunan sumber manusia organisasi.*

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Introduction**

Training is one of the most important human resource development activities in the organization. For most organization, training is seen as one of the dynamic investments with ability to produce quality workforce who can help them to achieve their goals and objectives. Through training, employees can equip themselves with the knowledge, skills and attitudes (KSAs) needed to perform their job. For employees who possess the KSAs on recruitment or in service, training is crucial when new or additional knowledge, skills and attitudes are needed to improve their job performances.

Trainees' level of training motivation has become one of the momentous determinants of training effectiveness (Mathieu et al., 1993; Mathieu and Martineau, 1997; Tannenbaum and Yukl, 1992). For the past several years, researches have been conducted to link motivation with training. In addition, researchers (e.g., Mathieu

and Martineau, 1997) also developed models to show significant relationships between motivation and training.

## **1.1 Background of Study**

Malaysia Airports Sdn. Bhd. is one of the subsidiary companies under Malaysia Airports Holding Berhad that operates and manages 39 airports in Malaysia including international, domestic and short take off and landing (STOL) ports. Malaysia Airports Sdn. Bhd. mission is to manage, operate and maintain its airports in an efficient, safe and secure manner ensuring uninterrupted services that meet customer's expectation.

Human resource development in Malaysia Airports holds the motto of "realizing vision through people." Its objective is to develop and improve the human resources of Malaysia Airports business organization by establishing a well-rounded management teams, supported by technically sound and dedicated workforce. Training in Malaysia Airports can be divided into five categories that is training for high level management (strategic management training), senior level management (focuses on developing and enhancing plan and activities), middle management (supervisory and decision making), operation (functional and technical) and induction. Criteria for training selection include induction for new employee or serving employee emplaced in the new job related to their job environment, exposure for mobility, and knowledge enhancement. Top management level, senior management level, and division heads in Malaysia Airports play important roles in training by identifying and suggesting staff to attend training programs, coaching, counselling and reinforcement to encourage application of newly acquired skills themselves, and providing the training unit with feedback on the effectiveness of the training program attended by the staff.

At Malaysia Airports Sdn. Bhd., Kuching International Airport, training is normally given to employees when a gap is identified between employees' current skill and the skills needed to perform the job. Specifically, training is conducted internally or externally. Internal training is conducted upon request from HOU (Head of Unit) and approved by the Human Resource Development and Administration, MAHB. External training, on the other hand, is conducted upon directive from the Human Resource Development and Administration, MAHB. Human Resource department of Malaysia Airports Sdn. Bhd., Kuching International Airport will only nominate the participants for the training. Consequently, some employees reported that they have only attended training once, although they have been working with the organization for years. This, therefore supports that there is in fact little opportunity for the employees of Malaysia Airports Sdn Bhd., Kuching International Airport to undergo training.

## **1.2 Problem Statement**

Interestingly, although they are given little opportunity to undergo training and no reward is given for attending a training program, the employees of Malaysia Airports Sdn Bhd., Kuching International Airport reported high level of enthusiasm towards training. Over the years, researchers tended to pay more attention on factors affecting training effectiveness rather than individual's motivation towards training. Consequently, little research attention has been paid to factors that contribute to motivation of employees toward training (Facteau, Dobbins, Russel, Ladd, & Kudisch, 1995). Specifically, this study is designed to answer these questions: What is the level of motivation of employees toward training? What are the factors that influence the motivation of employees toward training?

### **1.3 Research Objectives**

#### **1.3.1 General objective**

This research will determine Malaysia Airports Sdn. Bhd. motivation of employees toward training and factors influencing motivation of employees toward training.

#### **1.3.2 Specific Objectives**

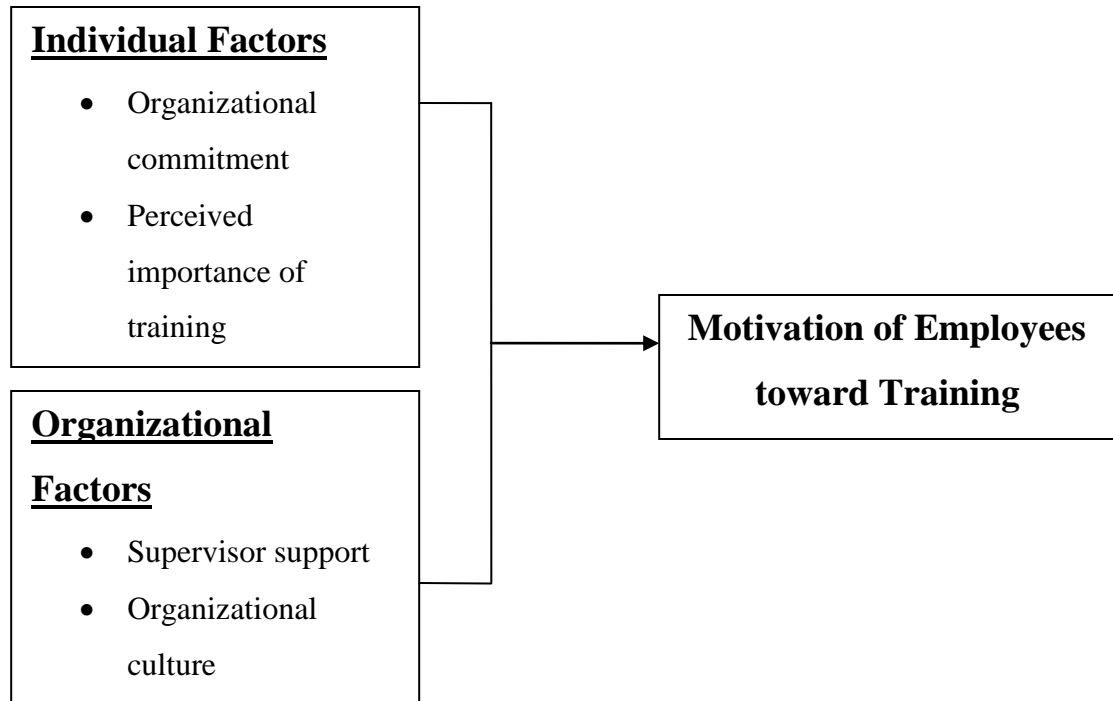
The purpose of this research is to

1. describe selected demographic characteristics of the respondent,
2. determine the level of Malaysia Airports Sdn. Bhd., Kuching International Airport motivation of employees toward training,
3. determine the relationship between organizational commitment and motivation of employees toward training,
4. determine the relationship between perceived importance of training and motivation of employees toward training,
5. determine the relationship between supervisor support and motivation of employees toward training,
6. determine the relationship between organizational culture and motivation of employees toward training, and
7. determine the dominant factor influencing motivation of employees toward training.

## 1.4 Conceptual Framework

*Independent Variable*

*Dependent Variable*



The conceptual framework shows individual factors and organizational factors as independent variables influencing the dependent variable that is motivation of employees toward training. This framework will be used to develop the hypotheses for this study.



## **1.5 Research Hypotheses**

There are 5 null hypotheses developed based on this question:

- Hypotheses (Ho) 1 : There is no significant relationship between organizational commitment and motivation of employees toward training.
- Hypotheses (Ho) 2 : There is no significant relationship between perceived importance of training and motivation of employees toward training.
- Hypotheses (Ho) 3 : There is no significant relationship between supervisor support and motivation of employees toward training.
- Hypotheses (Ho) 4 : There is no significant relationship between organizational culture and motivation of employees toward training.
- Hypotheses (Ho) 5 : There is no dominant factor influencing the motivation of employees toward training.

## **1.6 Significance of Study**

Understanding motivation is important in the field of human resource development (HRD). The success of most HRD activities depends on whether the individual is motivated to participate, learn and use what is learned to improve performance (Desimone, Werner & Harris, 2002). Findings from this study will reveal the factors influencing the employees of Malaysia Airports Sdn. Bhd. (Kuching International Airport) motivation towards training. Most importantly, this study will help the organization to predict the motivation of employees toward its human resource development activities.

## **1.7 Definition of Terms**

### **1.7.1 Motivation towards training**

Motivation towards training or pre-training motivation is the level of employees' willingness and readiness to attend training. It is described in three ways; high motivation towards training, moderate motivation towards training or low motivation towards training.

### **1.7.2 Organizational commitment**

Organizational commitment refers to employee's sense of belonging to the organization, a sense of excitement in the job, and confidence in management. In other word, organizational commitment is the individual's sense of attachment to the organization and the actions that they take as a result of this attachment.

### **1.7.3 Perceived importance of training**

Perceived importance of training is the level of which individuals value training. It is also the extent to which they feel that attending training will affect them. Value of training can be of positive (e.g., beneficial, valuable, etc.) or negative (e.g., worthless, valueless, etc.).

### **1.7.4 Supervisor support**

Managerial support is the level of which employees receive encouragement to attend training, goal setting activities, reinforcement activities, and modelling of behaviour from their supervisor.

### **1.7.5 Organizational culture**

Organizational culture is a set of values, beliefs, norms, and patterns of behaviour shared by members of the organization. In the context of individual employee, organizational culture can be of his or her work environment, social support, developmental opportunities, and encouragement to learn.

### **1.8 Limitation of study**

There are few limitations in this study. These limitations include:

1. There are other important factors (e.g., organizational tenure, training assignments, organizational position, etc.) that could influence motivation of employees toward training which are not included in this research, and
2. the research will not investigate all Malaysia Airports' employees because the respondents involved will be of Malaysia Airports Sdn. Bhd. (Kuching International Airport) employees only. Therefore, the finding of this study could not be generalized to all the employees of Malaysia Airports Sdn. Bhd.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter consists of literature review of local and foreign writers and researchers on employees' motivation towards training. Results of the literature review are divided into the following aspects: introduction of training concept, motivation concept, theory related to employees' motivation towards training, factors influencing employees' motivation towards training, and past research on employees' motivation towards training.

#### **2.1 Concept of training**

Thomas and Surjit (2000) described training as attentions given to assist individuals acquire the Knowledge, Skills and Attitudes (A.S.K) relevant to get their tasks done competently in the present or in the future. Similarly, Pepper (1984) defines training as that organized process concerned with the acquisition of capability, or the

maintenance of capability. Manpower Services Commission's (1981) *Glossary of Training Terms* on the other hand defines training as:

a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization (p.62).

Peel (1992) described training as acquiring specific skills to carry out specific tasks. He further explained training as taking place at a defined time and place and is almost always carried out by external agency, that is the individual is trained by other person or process devised by others. Ibrahim (2001), on the other hand, described training in an organization as “a learning process that is planned to change attitude, increase knowledge and skills of the staff so that their work performance can be upgraded” (p.3).

## **2.2 Concept of motivation**

The term “motivation” was originally derived from the Latin word *movere*, which means “to move”. Motivation is the contemporary (immediate) influence on the direction, vigor, and persistence of action (Atkinson, 1964). Motivation as explained by Steers, Porter and Bigley (1996) represents a highly complex phenomenon that affects, and is affected by, a multitude of factors in the work milieu (the social environment that an individual lives or works in). According to Campbell and Pritchard (1976), motivation has to do with a set of independent or dependent variable relationships that explain the direction, amplitude and persistence of an individual's behaviour, holding constant the effects of aptitude, skill and understanding of the task, and constraints operating in the environment. Quinones (1997) on the other hand described motivation as a choice by an individual to expend

energy toward one particular set of behaviours over another. In a training program, motivation influences the willingness of an employee to attend training in the first place (Maurer & Tarulli, 1994; Noe & Wilk, 1993).

## **2.3 Theories related to motivation of employees towards training**

### **2.3.1 Vroom's Expectancy Theory**

Expectancy Theory by Victor Vroom (1964) basically describes the relationship between motivation and work. It was developed based on the assumption that individuals make conscious and rational choices about their work behaviour. It argues that work motivation is determined by an individual's belief – performance relationships and the desirabilities of various work outcomes (Schemerhorn, Hunt & Osborne, 1991). In addition, employees rationally evaluate various work behaviours and then choose those that they believe will lead to the work-related rewards they value most. In other words, employees will decide to apply effort to those tasks that they find attractive and that they believe they can perform. John (1992) explained the attractiveness of a particular task as the extent to which the employees believe that its accomplishment will lead to valued outcome. According to Desimone, Werner and Harris (2002), “expectancy theory argues that decisions about which activities to engage in are based on the combination of three sets of beliefs: expectancy, instrumentality, and valence” (p.50). Expectancy beliefs refer to the individual's judgment about whether applying (or increasing) effort to a task will result in its successful accomplishments. Instrumentality beliefs, on the other hand refer to the judgment about the connection the individual perceives (if any) between task performance and possible outcomes, while valence refers to the value the individual places on a particular outcome.

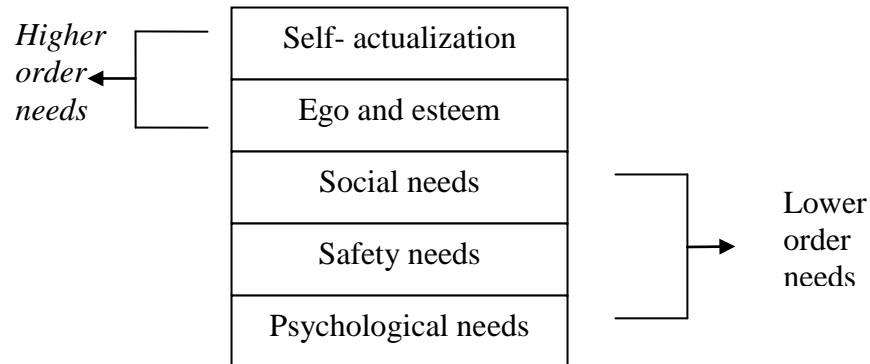
Desimone, Werner and Harris (2002) suggest that according to expectancy theory, employees will not be motivated to attend Human Resource Development (HRD) programs and try to learn from them unless they believe (1) their efforts will result in learning the new skills or information presented in the program, (2) attending the program and learning new skills will increase their job performance, and (3) in doing so will help them obtain desired outcomes or prevent unwanted outcomes. Other researchers (e.g., Farr and Middlebrooks, 1990) applied the expectancy theory to explain the process how supervisor support might influence training motivation. Using expectancy theory, Farr and Middlebrooks (1990) suggest that supervisor support might influence motivation because it positively impacts employees' expectancies and instrumentalities.

### **2.3.2 Maslow's Hierarchy of Needs Theory**

Maslow (1954) described individual as wanting being whose needs guide behaviour. According to Maslow (1954), a need influences a person's activities until it has been satisfied. Steers, Porter and Bigley (1996) explained that Maslow (1968) identified two basic categories of needs, that is deficiency needs or lower order needs (psychological, safety, and social) and growth needs or higher order needs (ego and esteem, and self-actualization) in which these needs are arranged in hierarchy as shown in Figure 1.

Self-actualization is placed at the top of the 'hierarchy of needs' as the goal to which all will, given satisfaction of their most basic needs, aspire (Peel, 1991). Self-actualization, as Maslow (1954) described it, is the need to fulfil one's potential. He argued that humans have an innate drive towards personal growth – that is evolution towards a higher state of being (Weiten, Lloyd & Lashley, 1991). In his argument, Maslow (1954) explained that people will be frustrated if they are unable to fully utilize their true talents.

Accordingly, most employees want to perform well in their job. Most would also want to out-front others so that they are recognized by their employer, supervisor and even co-workers. Such needs explain why most employees would want to attend HRD activities (e.g., training) – to perform well in their job and to be recognized by the organization. This suggests that the importance of HRD activities might influence employees' motivation because it strongly affects their instrumentality beliefs (e.g., attending the training program would help to perform well in the job thus gain respect from co-workers and be recognized by supervisor).



**Figure 1: Maslow's Hierarchy of Needs**

## **2.4 Factors influencing motivation of employees toward training**

There are many factors that could influence employees' motivation towards training. Noe and Colquitt (2002) hypothesized trainees' level of pre-training self efficacy, perceived value of the training, personality characteristics, age and aspects of the work environment as some of the factors that could influence employees' pre-training motivation.